



GRADE K LOUISIANA SOCIAL STUDIES

# Exploring Our World

## Teacher Guide

Rocky Mountains



Monument Valley



French Quarter



Navajo people

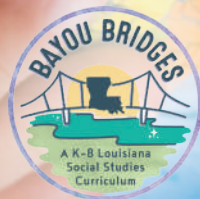






# Exploring Our World

## Teacher Guide



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# Exploring Our World

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# **Exploring Our World**

## **Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade K



# Introduction

### ABOUT THIS UNIT

#### The Big Idea

Our country is a big place with varied geography.

We live on the planet Earth. Earth is made up of land and water. The water includes large bodies of salt water called oceans, as well as freshwater lakes and rivers of various sizes. The land is divided into seven large areas called continents. These continents contain many different landforms, including tall mountains with snowy peaks, dry deserts, and deep canyons.

These different landforms can be found in the United States too. Different parts of the United States have different physical features, including landforms and waterways, in addition to a variety of climates and weather. These features influence how people in those regions live, including their shelter and clothing. One way to explore our country and our world is to travel to different places. When people travel to different places, they often rely on maps for information. Maps can help you understand the geography of different parts of the world, which includes Earth's most important physical and human features, and can help you get to places both near and far.

# What Students Need to Learn

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## Spatial Sense

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places

## Understanding the World

- how people in the United States interact with their environment, including using natural resources and modifying their environment
- how weather impacts daily life and choices, using examples of people in different weather conditions in the United States
- why people may move from place to place within the United States

## AT A GLANCE

The most important ideas in Unit 1 are:

### Spatial Sense

- A map is a representation, or drawing, of a place.
- Any place can be depicted on a map.
- A globe is a three-dimensional model of Earth.
- There are conventions for how certain features, such as rivers, lakes, and mountains, are shown on maps and globes.
- There is a language of space, a set of terms regarding orientation and relative position. These terms, such as *in-on*, *next to*—*in the middle of*, *under-over*, and so on, are ones that students should understand and use while working with maps and globes.
- It is important for students to practice working with various globes and maps to locate the continent of North America, the Atlantic and Pacific Oceans, and their state and community.

### Understanding the World

- There are different types of human settlements and many kinds of landforms and bodies of water around the world.
- Humans interact with their environment using natural resources, and they modify their surroundings to create shelters.
- Weather impacts daily life and choices.



## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Teacher Components

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*Exploring Our World* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes SUPPORT notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

**A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 58.** The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

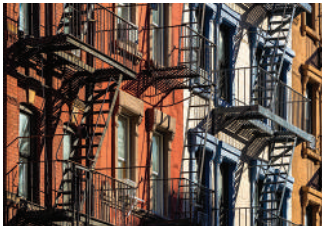
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Exploring Our World Timeline Card Slide Deck—twelve individual images related to exploring our world. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



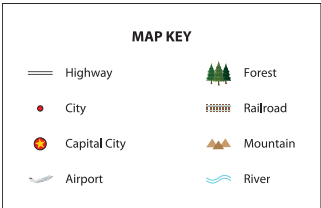
Chapter 1



Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 3



Chapter 3



Chapter 3



## Student Component

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The *Exploring Our World* Student Book includes three chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

## USING THE TEACHER GUIDE

### Pacing

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The *Exploring Our World* unit is one of four social studies units in the Grade K Bayou Bridges curriculum series that we encourage teachers to use over the course of the school year. A total of forty days has been allocated to the *Exploring Our World* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade K units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of the words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

## Picture This

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During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

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You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

## Framing Questions and Core Vocabulary

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At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.



Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Where People Live	Where do people live?	farm, city, town, river, neighborhood, state, country, village, border, ocean, lake, countryside, suburb
Chapter 2: Finding Your Way Around	Why are maps helpful?	maps, continent, natural resources, symbols, globe, Earth, North Pole, South Pole
Chapter 3: Exploring the United States	What would you see on a trip across the United States?	dairy, desert

## Activity Pages

### Activity Pages



AP 1.1

AP 1.2

AP 2.1

AP 3.1

The following Activity Pages can be found in Teacher Resources, pages 74–77. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

Chapter 1—Letter to Family (AP 1.1)

Chapter 1—Where Do I Live? (AP 1.2)

Chapters 2–3—Map of the United States (AP 2.1)

Chapter 3—Map of North America (AP 3.1)

## Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, which you should check prior to using them in class.

## Books

Carney, Elizabeth. *Little Kids' First Big Book of the World*. National Geographic Kids. Washington, D.C.: National Geographic, 2015.

De Capua, Sarah. *We Need Directions! Rookie Read-About Geography*. New York: Children's Press, 2008.

Gonzales, Doreen. *Up North and Down South: Using Map Directions*. North Mankato, MN: Capstone Press, 2016.

Hartman, Gail. *As the Crow Flies: A First Book of Maps*. Illustrated by Harvey Stevenson. New York: Aladdin Paperbacks, 1993.

Kellogg, Laurie. *The Scrambled States of America*. New York: Square Fish, 2002.

Leedy, Loreen. *Mapping Penny's World*. New York: Henry Holt, 2003.

Reynolds, Jan. *Celebrate! Connections Among Cultures*. New York: Lee & Low Books, 2006.

Ritchie, Scot. *Follow That Map! A First Book of Mapping Skills*. Toronto: Kids Can Press, 2009.

Sweeney, Joan. *Me on the Map*. Illustrated by Qin Leng. New York: Dragonfly Books, 2018.

# EXPLORING OUR WORLD SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *Exploring Our World*

"Where People Live" Core Lesson (TG & SB, Chapter 1, pages 2–7)	"Where Do I Live?" (TG, Chapter 1 Additional Activities, AP 1.2)	"Where Do I Live?" (TG, Chapter 1 Additional Activities, AP 1.2)	"Bodies of Water" (TG, Chapter 1 Additional Activities)	"Where People Live" Core Lesson (TG & SB, Chapter 1, pages 8–11)
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## Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *Exploring Our World*

"Is It a Town or a City?" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"Simon Says: Positional Words" (TG, Chapter 2 Additional Activities)	"More Work with Positional Words" (TG, Chapter 2 Additional Activities)	"Finding Your Way Around" Core Lesson (TG & SB, Chapter 2, pages 12–14)
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## Week 3

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *Exploring Our World*

"What Are Maps?" (TG, Chapter 2 Additional Activities)	"Finding Your Way Around" Core Lesson (TG & SB, Chapter 2, pages 15–19)	"Where in the World?" (TG, Chapter 2 Additional Activities)	"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)	"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)
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#### Week 4

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

#### *Exploring Our World*

"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)	"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)	"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)	"Paper Maps and Globes" (TG, Chapter 2 Additional Activities)	"Where Did Little Red Riding Hood Go?" (TG, Chapter 2 Additional Activities)
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#### Week 5

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

#### *Exploring Our World*

"Let's Take a Trip!" (TG, Chapter 2 Additional Activities)	"Let's Take a Trip!" (TG, Chapter 2 Additional Activities)	"A Map of My House" (TG, Chapter 2 Additional Activities)	"A Map of My House" (TG, Chapter 2 Additional Activities)	"A Map of My House" (TG, Chapter 2 Additional Activities)
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#### Week 6

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

#### *Exploring Our World*

"A Map of My House" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"Exploring the United States" Core Lesson (TG & SB, Chapter 3, pages 20–21)	"Map of North America" (TG, Chapter 3 Additional Activities, AP 3.1)	"Reading a Map of the United States" (TG, Chapter 3 Additional Activities, AP 2.1)
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## Week 7

**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**

### ***Exploring Our World***

"Exploring the United States" Core Lesson (TG & SB, Chapter 3, pages 22–29)	"Where in the United States Is . . . ?" (TG, Chapter 3 Additional Activities, AP 2.1)	"Adapting to Different Environments" (TG, Chapter 3 Additional Activities)	"Then and Now" (TG & SB, Chapter 3)	"Read Aloud: <i>The Scrambled States of America</i> " (TG, Chapter 3 Additional Activities)
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## Week 8

**Day 36**

**Day 37**

**Day 38**

**Day 39**

**Day 40**

### ***Exploring Our World***

Chapter 3 Assessment	Culminating Activity	Culminating Activity	Performance Task	Performance Task
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## EXPLORING OUR WORLD PACING GUIDE

\_\_\_\_\_’s Class

(A total of forty days has been allocated to the *Exploring Our World* unit in order to complete all Grade K history and geography units in the Bayou Bridges Curriculum Series.)

### Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Exploring Our World*

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### Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Exploring Our World*

--	--	--	--	--

### Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*Exploring Our World*

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**Week 4**

**Day 16**                      **Day 17**                      **Day 18**                      **Day 19**                      **Day 20**

*Exploring Our World*

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**Week 5**

**Day 21**                      **Day 22**                      **Day 23**                      **Day 24**                      **Day 25**

*Exploring Our World*

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**Week 6**

**Day 26**                      **Day 27**                      **Day 28**                      **Day 29**                      **Day 30**

*Exploring Our World*

--	--	--	--	--



**Week 7**

**Day 31                      Day 32                      Day 33                      Day 34                      Day 35**

***Exploring Our World***

--	--	--	--	--

**Week 8**

**Day 36                      Day 37                      Day 38                      Day 39                      Day 40**

***Exploring Our World***

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## CHAPTER 1

# Where People Live

### Primary Focus Objectives

- ✓ Identify and characterize different types of landforms. **(K.19)**
- ✓ Describe ways people interact with their environment, specifically how they utilize natural resources and modify their surroundings to create shelters. **(K.20)**
- ✓ Contrast rural, suburban, and urban areas based on their unique characteristics. **(K.21)**
- ✓ Analyze the impact of weather on daily life and choices in various regions. **(K.22)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *farm, city, town, river, neighborhood, state, country, village, border, ocean, lake, countryside, and suburb.*

### Materials Needed

Activity Page



AP 1.1

- individual student copies of *Exploring Our World* Student Book
- individual student copies of Letter to Family (AP 1.1)

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Where People Live”:

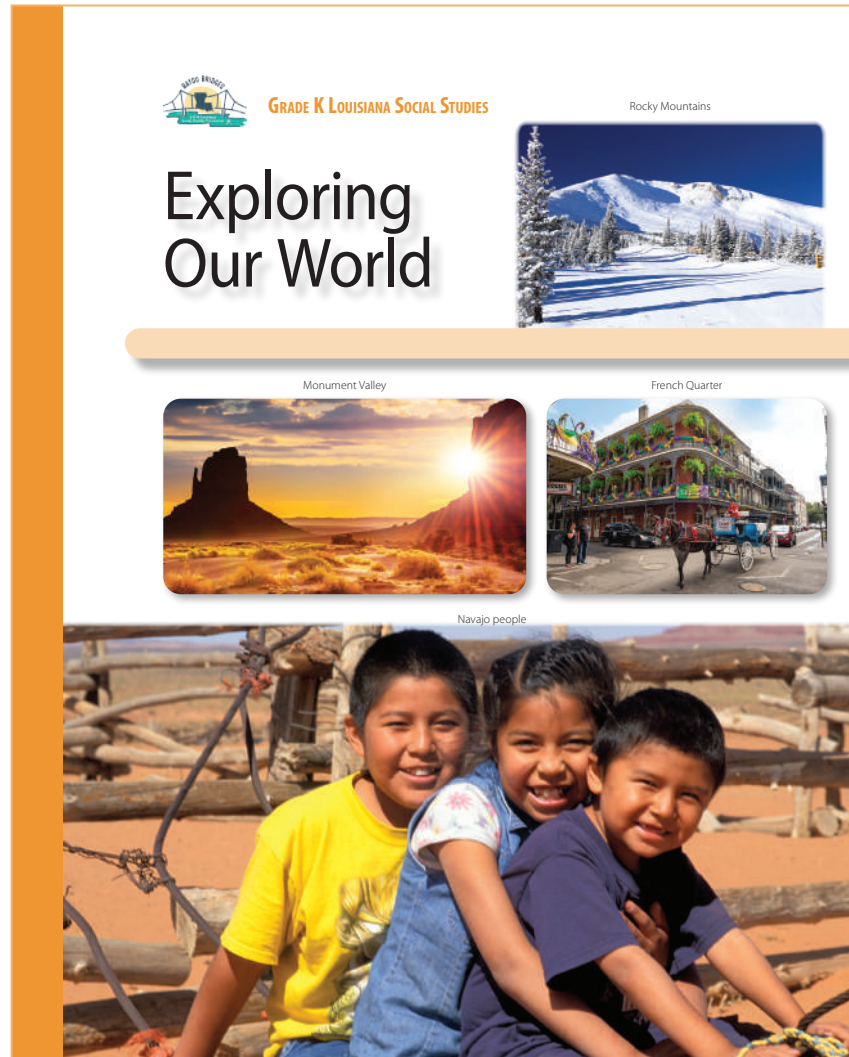
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### THE CORE LESSON

#### Introduce *Exploring Our World* and Chapter 1: “Where People Live”

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Students will likely respond by first commenting on the children at the bottom of the cover, who look like they are at a ranch. They may then go on to mention the photo of Monument Valley with the bright sunlight, as well as the photo with the colorful decorations on a building in the French Quarter. They may mention the snowy mountain at the top of the cover.

Ask students if they have any idea what all of these images may have in common. Acknowledge any reasonable responses. In the event that no one mentions it, tell students that all of things pictured on the cover—the children at the ranch, the sunlight at Monument Valley, the colorfully decorated building, and the snowy mountain—are things that can be found or seen in different places in the United States, and similar sights can be found around the world. Explain that in this book, which is called *Exploring Our World*, they are going to learn about many different places around the world and the people, animals, and things that are found there.



Tell students that the first chapter you will read aloud to them is called “Where People Live.” Ask different students to tell you where they live.

Students are likely to respond in many different ways; accept and reinforce any reasonable response. For example, one student may respond that they live near the school, another student may respond that they live in a house, and yet another student may respond with the name of the city or town or street where they live.



Tell students to turn to the title page of the book, with the globe of Earth. Explain that this is a representation of how our world, which we also call Earth, looks. Tell students that as you read this book aloud to them, you are going to pretend that you are going on a trip to visit many different places around the world. Many of the places that you will visit are far away from where you and the students are now, so you are going to ask them to pretend that you are all going to get on an airplane to visit places that may be far away.

**SUPPORT**—Ask if any students have ever traveled on an airplane and, if so, where they went.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Tell students that today, they are going to visit some different places where people live. Count backward, saying, “Three . . . two . . . one . . . we’re off!”

**SUPPORT**—Encourage students to join you in making airplane engine sounds for several seconds, but explain that this is a superfast plane, so they need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed, and ask them to unbuckle their seat belts.

### Framing Question

---

Where do people live?

### Core Vocabulary

---

farm   city   town   river   neighborhood   state   country  
village   border   ocean   lake   countryside   suburb


## Chapter 1: “Where People Live”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “Where People Live.”


CHAPTER  
1

### Where People Live


People live in many different places. Where do you live?




Do you live on a farm in the country?



Do you live in an apartment in the city?



Do you live in a house in a town?



Do you live in a houseboat on a river?

**Note:** Please be aware that some students may not live in any of these structures. They might live in a mobile home or an RV, for example. You may wish to account for these possibilities in your instruction.

**CORE VOCABULARY**—Explain that a **farm** is a place with lots of land that is used for growing plants and raising animals that can be eaten as food.

**SUPPORT**—Ask students if they have ever been to a farm. What did they see? What did they hear? What did they smell? Did they touch anything? Then ask students if they think farms are important. Discuss how farms provide different kinds of food for people that help them live and survive. Point out to students that even if they live in the city and don’t have any farms nearby, much of the food that they buy comes from farms.

CHAPTER 1 | WHERE PEOPLE LIVE

17

**CORE VOCABULARY**—Explain that a **city** is a place with many streets and many buildings where lots of people live and work. The buildings in a city are usually larger and taller than a house. Cities also have many different stores where people can shop.

**CORE VOCABULARY**—Explain that a **town** is a place that has streets and houses and apartments where people live. There are usually also stores where people can shop in a town. Towns are smaller than cities and usually have fewer stores than cities.

**SUPPORT**—Ask students to look at the picture of the apartment building and compare it to the picture of the house. Explain that many more people can live in one tall apartment building than in one house.

**SUPPORT**—Explain that the buildings we live in are types of shelter. Shelter can take many forms. It can be a house or an apartment or a mobile home. It can be a hotel room or a tent when we go camping. It's anything that keeps us safe and protects us from the weather.

**CORE VOCABULARY**—Explain that a **river** is a large stream of flowing, fresh water.

**SUPPORT**—Ask students to point to the river in the image at the bottom right of the page. Be sure they understand that a river is different from the pond shown in the farm image at the top left of the page. The water in a river is always moving or flowing from one place to another; the water in a pond stays where it is. If there is a river near where students live, mention this familiar place as an example of a river.

**SUPPORT**—Ask students to describe where they live. Is it a town, city, or farm? How do they know? **(K.3)**

**CHALLENGE**—Ask if anyone has taken a trip to a place that is different from the place where they live. Were there more or fewer buildings? How else was the place different? Were there any buildings in sight? Have they hiked in a forest or the mountains? Have they been to an ocean beach? Encourage them to compare those places with the place where they live. **(K.3)**

### **Ask students the following questions:**

**LITERAL**—What are some kinds of homes that people can live in? **(K.20.b, K.21)**

- » People can live in houses, apartments, and even boats.

**INFERENTIAL**—Why do you think people live in so many different kinds of homes? **(K.20.b, K.21)**

- » There are lots of different types of homes because people like and need different things. People who like animals or like to grow things might choose to live on a farm. People who like water might choose to live on a houseboat.

Now ask students to look at the images on page 3 as you read aloud.



You may live in a neighborhood like this. Maybe you play outside with your friends.

You live in a U.S. state. A state is an area or place much larger than your neighborhood. Which state do you live in?





You also live in a country. A country is a place with a government and laws for all the people who live there. Countries have names. Do you know the name of the country you live in?

3

**CORE VOCABULARY**—Explain that a **neighborhood** is a part of a town or city where people live near one another. Towns and cities have many different neighborhoods.

**CORE VOCABULARY**—Explain that a **state** is a specific area within a country. Many, many neighborhoods, towns, cities, and large areas of countryside make up a state. The United States has fifty states. Louisiana—named in the middle image on page 3—is one of them.

**CORE VOCABULARY**—Explain that a **country** is a place with a government and laws for all the people who live there. The United States is a country.

**SUPPORT**—If students do not know the name of the state or country in which they live, provide the correct answer and ask students to repeat it.

**Note:** Students this age will have only a limited understanding of the terms *government* and *laws*. The words are introduced here only for an initial exposure. They will hear more about these ideas in Unit 4, *Being Part of a Community*.

**SUPPORT**—To help students understand the relation and differences among these different areas, draw concentric circles with *home* at the center, followed by *neighborhood*, then *town or city*, then



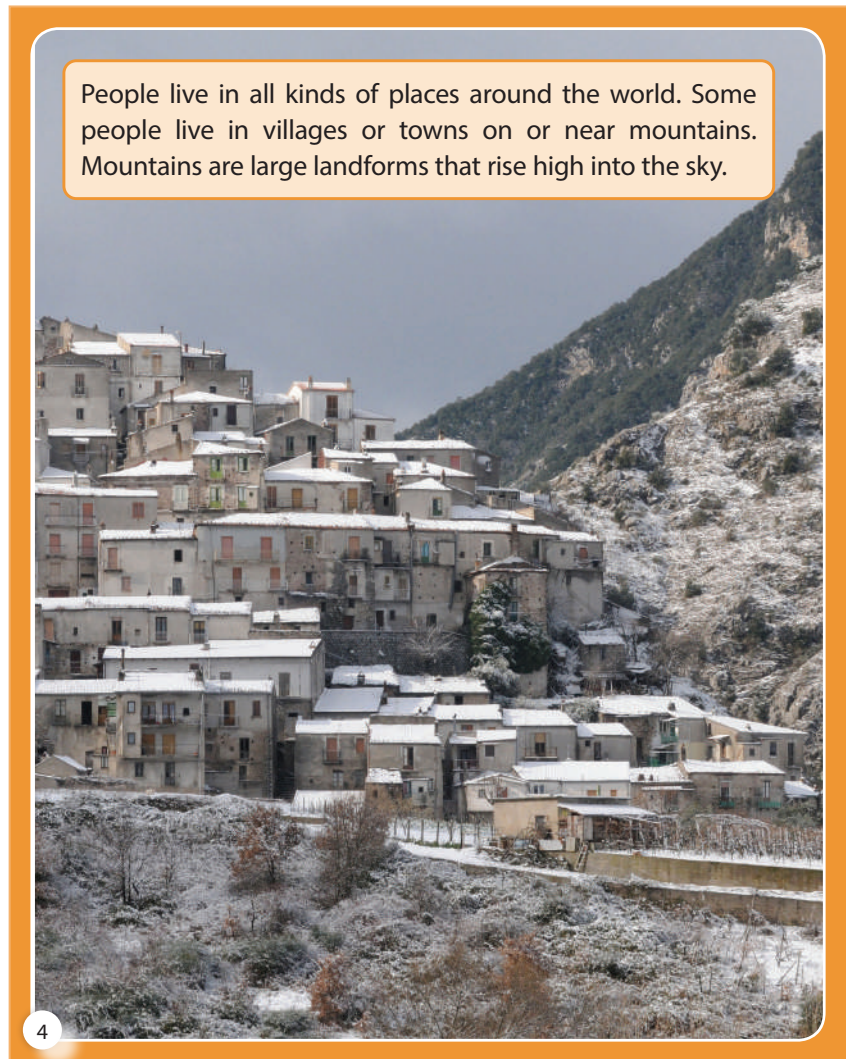
*state*, and then *country*, to convey how all of these places are interrelated. As you describe each circle, starting from home and moving outward, use the names specific to the area where your students live for at least the town or city, state, and country.

**Ask students the following question:**

**LITERAL**—What is a neighborhood? (K.21)

» A neighborhood is an area in a town or city where people live close to one another.

**Now ask students to look at the image on page 4 as you read aloud.**



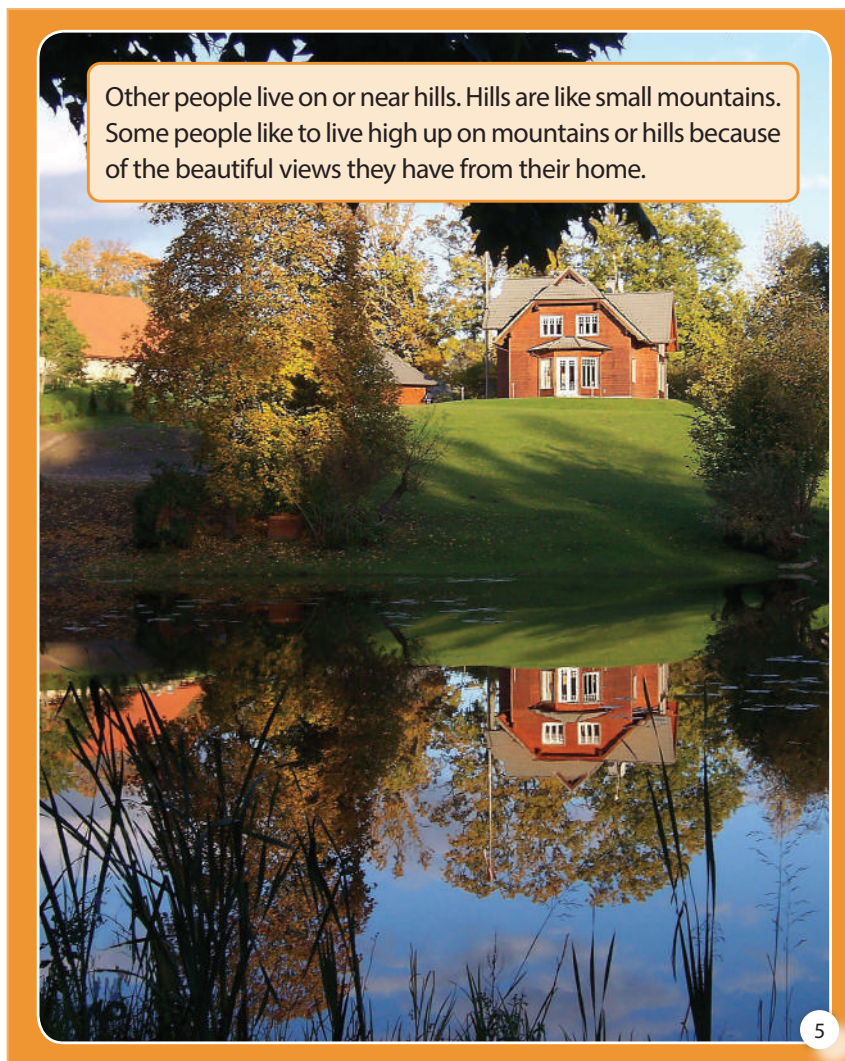
**CORE VOCABULARY**—Explain that a **village** is a small community or group of houses in a rural area, usually smaller than a town. In a village, people usually live close together. Some villages are on or near mountains.

**Ask students the following question:**

**LITERAL**—What is a village? (K.3, K.21)

» A village is a small community or group of houses in a rural area.

Now ask students to look at the image on page 5 as you read aloud.



**SUPPORT**—Ask students to point to the hill in the image on the page. Be sure they understand that a hill is different from the mountain shown on the previous page; it is smaller. A hill is like a small bump on Earth; it's not very steep or tall. A mountain is much bigger and taller than a hill, and it can be steep, meaning it goes up sharply. **(K.3)**

**Ask students the following question:**

**EVALUATIVE**—How is a hill different from a mountain? **(K.3, K.19)**

» Hills are smaller and less steep than mountains.

Now ask students to look at the images on page 6 as you read aloud.

The border where the land meets the ocean is called the coast. People often live on the coast so that they can enjoy the beach, the ocean views, and the seafood!



Islands are pieces of land surrounded by water. Islands can be in the ocean, a lake, or a river. Sometimes islands have their own special plants and animals.



6

**CORE VOCABULARY**—Explain that a **border** is a line where two areas meet. A border marks the edge of both areas.

**SUPPORT**—Ask students to look at the bottom picture. Have them find the border between the beach and the ocean. Next, have them find the border between the beach and the forest. **(K.19)**

**CORE VOCABULARY**—Explain that an **ocean** is a very large body of water found in different places around the world. The water in oceans is called salt water because if you were to taste it, it would taste salty.

**SUPPORT**—Help students understand the size of the ocean by explaining that the ocean is so big that in many places, you can't see where it ends when you stand on the shore and look across.

**CORE VOCABULARY**—Explain that a **lake** is a large body of water surrounded by land on all sides. It's like a big pond. Although it's smaller than an ocean, it can still be pretty big. Some lakes are so large that you can't see the other side. Lakes usually have fresh water, meaning it's not salty, and many different kinds of fish and birds live there.



**Ask students the following questions:**

**LITERAL**—What is a line where two areas meet? (K.19)

» This place is called a border.

**LITERAL**—What is an ocean? (K.3, K.19)

» An ocean is a very large body of salt water. It's much bigger than a lake or a pond or a swimming pool.

**Now ask students to look at the images on page 7 as you read aloud.**

For a long time, people all over the world have lived near lakes and rivers. Lakes and rivers have fresh water for drinking and fish for food. You can travel by boat on them, too.



7

**SUPPORT**—Ask students to point to the top image. Explain that the girl in the image is fishing. She is using a fishing pole to catch fish that live in the water. Ask students if they have ever been fishing. If they have, ask them to share their experience. Direct students to the bottom image. Ask: What is happening in this image? (*A boy is traveling by boat on water.*)

**Ask students the following question:**

**EVALUATIVE**—Why do people live near lakes and rivers? (K.3, K.20.a)

- » People live near lakes and rivers because they provide fresh water for drinking and fish for food. People can also use lakes and rivers to travel by boat.

**Now ask students to look at the images on page 8 as you read aloud.**

Millions of people around the world live and work in cities. Cities are often busy places with lots of people, tall buildings, and traffic.



Other people live in the countryside far away from cities. The countryside has lots of open land and farms where food is grown and animals are raised.



8

**CORE VOCABULARY**—Explain that the **countryside** is a place where there are fewer buildings and people than in a city. You can often see big, open fields and farms in the countryside.

**SUPPORT**—Help students understand that cities and the countryside can be very different. Have students point to the picture of the city. Ask them to describe what they see. Then have them point to the picture of the countryside, and ask them what they see. Then ask what they see in the picture of the city that is different from what they see in the picture of the countryside. (K.3, K.21)



**Ask students the following questions:**

**LITERAL**—What can we usually find in the countryside? (K.21)

- » In the countryside, there is usually lots of open land, and there are farms where food is grown and animals are raised.

**EVALUATIVE**—Why don't people in the countryside live near each other? (K.3, K.21)

- » People in the countryside don't live very close to each other because they often have big fields or farms. Because these fields and farms take up a lot of space, their homes are spread out more than in a town or city.

**Now ask students to look at the images on page 9 as you read aloud.**

There are places that are not super busy like a city or quiet like the countryside. These places are called suburban areas. In the suburbs, people live near one another but are usually not too far away from nature.



In this image of a suburban area, you can see that the desert and the mountains are close by.



9

**CORE VOCABULARY**—Explain that a **suburb** is a town or community near a large city. A suburb is less crowded and busy than a city but more crowded and busy than the countryside. People who live in a suburb often work in the nearby city.

**Ask students the following questions:**

**LITERAL**—What is a suburb? (K.21)

- » A suburb is an area that's not as busy as a city but not as quiet as the countryside. People in suburbs live close to each other and usually not too far away from nature.

**EVALUATIVE**—Why is a suburb less busy than a city? (K.3, K.21)

- » A suburb is less busy than a city because there are fewer people and less traffic.

**Now ask students to look at the images on page 10 as you read aloud.**

Some people live in warm and sunny places, and some live in cool and snowy places. People in warm places wear clothes that help them stay cool. People sometimes swim when it is very warm outside.



People in cold places wear layers of clothing. Sometimes they build fires to stay warm.

10

**Ask students the following questions:**

**LITERAL**—What do people do to stay cool in warm places? (K.3, K.22)

- » In warm places, people wear clothes that help them stay cool. Children sometimes swim to stay cool.

**LITERAL**—What do people do to stay warm in cold places? (K.3, K.22)

- » In cold places, people wear layers of clothing and build fires to stay warm.

Now ask students to look at the image on page 11 as you read aloud.



Sometimes people move from one place to another. It can be for a new job or to be closer to family. Some may want to enjoy warmer or cooler weather. Others might simply want a change of scenery!

11

**SUPPORT**—Students may be aware that *moving* can mean not sitting or standing still. Here, *moving* means going from one place to live in another place. This can be a new topic for some students. Talk about how people move from one house or apartment to another, or even from one city or country to another. Explain different reasons people might have for moving.

**Note:** Be sensitive when discussing this topic. Some students and their families may have had traumatic moving experiences, especially if they came to the United States to escape war or other violence.

**SUPPORT**—Point out the word *scenery*. Explain that scenery is the things you see around you. Give examples of the scenery, or surroundings, around the school. Ask: What kind of scenery would you see in the countryside? What kind of scenery would you see in a city? (K.21)

**Ask students the following questions:**

**INFERENTIAL**—Why might someone move from one place to another? (K.23)

- » Someone might move from one place to another for a new job, to be closer to family, to enjoy different weather, or just because they want a change of scenery.

**EVALUATIVE**—What does it mean to want a “change of scenery”? (K.23)

- » Wanting a “change of scenery” means that a person might want to see and live around different things than they are used to. It can mean moving to somewhere that looks different from their old home.

## Timeline Card Slide Deck

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- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “Where do people live?”



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—Where do people live?

- » People can live in houses or apartments in a town or city. They can live on farms in the countryside. Some people might even live in a houseboat on a river or on a hill or a mountain. They might live next to a pond, a river, a lake, or the ocean. We can also talk about where people live by describing their state or country.

**SUPPORT**—Ask students to repeat, as a class, the name of the town or city, state, and country where they live, using the sentence frame “I live in (name of town or city), in the state of (name of state), in the country of the United States.”

Activity Page

**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

## Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## CHAPTER 2

# Finding Your Way Around

### Primary Focus Objectives

- ✓ Identify and describe basic landforms and bodies of water, including mountains, hills, coasts, islands, lakes, and rivers, using various visual representations. **(K.19)**
- ✓ Understand and explain how people interact with their environment by using natural resources. **(K.20)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *maps, continent, natural resources, symbols, globe, Earth, North Pole, and South Pole.*

### Materials Needed

Activity Page



AP 2.1

- individual student copies of *Exploring Our World* Student Book
- globe
- display and individual student copies of Map of the United States (AP 2.1)
- Internet access or a way to play “Seven Continents Song” off the Internet
- sentence strips
- access to an online map, such as Google Maps

Use this link to download the Bayou Bridges Online Resources for this unit, where specific links to the song and Google Maps may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Finding Your Way Around”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>



### Introduce “Finding Your Way Around”

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Review what students heard in Chapter 1 about the places people live. Remind them that some people live in cities, some in towns, some in the countryside. Some people live near mountains; some near oceans.

Tell students that sometimes we want to go to a new place, a place we’ve never been before. Ask: How do we find our way there? (*Students may suggest asking for directions or using a car’s GPS.*) Explain that one way to find our way to or around a new place is by using maps.

### Framing Question

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Why are maps helpful?

### Core Vocabulary

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maps	continent	natural resources	symbols	globe
Earth	North Pole	South Pole		

## Chapter 2: “Finding Your Way Around”

Distribute copies of the Student Book. Ask students to turn to page 12 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Finding Your Way Around.”

### CHAPTER 2

## Finding Your Way Around

Maps are tools that help us understand our world.



Maps help us find our way around. They can help us find objects or places.



12

**SUPPORT**—Ask students what “finding your way around” means. Students should understand that it is a saying that doesn’t always literally mean finding a way around specific objects or things; rather, in this case, it means knowing or discovering where you are and how to get where you want to go.

**CORE VOCABULARY**—Explain that **maps** are drawings of a place. Maps can show very small places, such as a classroom, or very large places, such as a state, a country, or the whole world.

**SUPPORT**—Point out the maps in the images on page 12. Discuss with students what the maps probably show and why the people might be looking at them.

**Ask students the following question:**

**EVALUATIVE**—How do maps help us? (**K.18, K.19**)

» Maps can help us know where we are and how to get from one place to another.

Now ask students to look at the images on page 13 as you read aloud.

There are maps of different places. There are maps for all of the American states. This is a map of Louisiana.



This is a view of Louisiana's capital city, Baton Rouge, from the sky. A state capital is where the government of that state is located.



13

**SUPPORT**—Some students may recognize the name or the shape of Louisiana. Explain that the map shows the borders of the state and that maps use lines and colors to show borders. Some students may recognize that the map shows rivers and lakes. Point out that the color blue on maps is used to represent places where there is water. Ask: What do you think the color blue means on the map? (*water*) Point out the circle for Baton Rouge. Explain that maps usually mark the locations of cities with a circle. This circle shows the location of Baton Rouge.

**SUPPORT**—Remind students that they learned what a state is in Chapter 1.

**SUPPORT**—Explain that Baton Rouge is the capital of Louisiana. A capital is the city where the government of a state or country makes important decisions, laws, and plans for the area. Baton Rouge is located next to the big, winding Mississippi River. Have students find the Mississippi in the bottom image. Explain that the Mississippi River is one of the most important rivers in the United States and is used to ship goods to other parts of the country.

**Ask students the following questions:**

**LITERAL**—What state does the map on this page show? (K.18, K.19)

» This map shows Louisiana.

**LITERAL**—What is below Louisiana on the map? (K.18, K.19)

» Water is below Louisiana on the map.

**LITERAL**—What is next to Baton Rouge? (K.18, K.19)

» A big river is next to Baton Rouge.

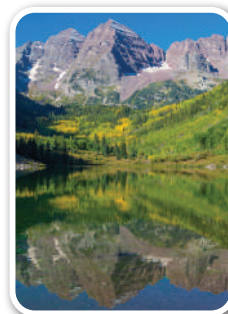
**Now ask students to look at the images on page 14 as you read aloud.**

On a map, you can see all sorts of things. Maps show mountains. Maps show bodies of water, like lakes and rivers. Maps also show islands. On this map, the islands that make up the state of Hawaii are shown in a square at the bottom. The state of Alaska is also shown in a square. Hawaii and Alaska are part of the United States.



The map shows where the Rocky Mountains are. The Rocky Mountains stretch across 3,000 miles (4,828 km).

Here you can see the Rocky Mountains.



14

**SUPPORT**—Explain that the lines on the United States map show where one state ends and another state begins. Remind students that the edges where one state ends and another begins are called borders. Explain that some state borders follow rivers, and point out examples such as Iowa, Illinois, Missouri, Tennessee, Arkansas, and Mississippi—all of which have borders that follow the Mississippi River.

**SUPPORT**—Explain that the Rocky Mountains are a long chain of tall mountains in the western part of Canada and the United States. They're home to many wild animals, beautiful flowers, and trails for people to explore.

Point to Louisiana. Write the abbreviation *LA* on the board. Explain to students that the letters *LA* on the map are called an abbreviation; they stand for the entire word *Louisiana*, which would be too long to write on the map.

Point to the insets of Alaska (AK) and Hawaii (HI). Explain that these map insets do not accurately show where Alaska and Hawaii are located in relation to all of the other states. Explain that these two states are quite far away from the other forty-eight states. To show where these states are located compared to the other states would require a much larger piece of paper and map! When drawing a map of the United States, in order to show all fifty states on the same map, illustrators often draw the states of Alaska and Hawaii in little boxes, as shown on the map on page 14. People who know how to read maps understand that these boxes mean that in the real world, these states are not actually located in the places where they are shown on the map.

Tell students that later in this chapter, they will hear about different ways to show the places in our world using different kinds of map tools. Tell them that you will show them where Alaska and Hawaii are located in relation to the other states on these other map tools.

Help students count the number of states shown on the map. Remind them that each pink shape that is outlined on the United States map on page 14 is a state.

**CHALLENGE**—Call students' attention to states that are next to or near Louisiana. Tell them the names of these other states, and write their abbreviations on the board. Challenge students to find these other states on the map of the United States.

**SUPPORT**—Point out the blue areas on the left and right sides of the map of the United States on page 14, and remind students that the color blue on maps is used to represent water. Explain that these very large areas of water are called oceans.

Tell students that the large body of water on the left side of the map, next to the states of California (CA), Oregon (OR), and Washington (WA), is called the Pacific Ocean. The large body of water on the right side of the map, which is next to many different states, is called the Atlantic Ocean.

**SUPPORT**—Ask students if they have ever visited or seen an ocean. If so, ask students to describe what they saw and did. Explain that many people take vacations to visit and swim in oceans.

Mention to students that the thin blue lines that they see in the book at other places on the map of the United States are rivers; only very large rivers are shown on this map of the United States. Guide students in again finding Louisiana on the map, and ask whether there are any large rivers shown in or near Louisiana. Tell them that rivers are much smaller than oceans. Rivers have fresh water, not salt water.

Point out the Great Lakes (Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario) on the map. Explain that a lake is a large, sometimes very large, pond. The water in a river is always moving or flowing from one place to another; the water in a pond or lake stays where it is. Explain that rivers, lakes, and ponds contain fresh water, contrasting with the salt water found in oceans.



**Ask students the following questions:**

**LITERAL**—What does the map of the United States show? (K.18. K.19)

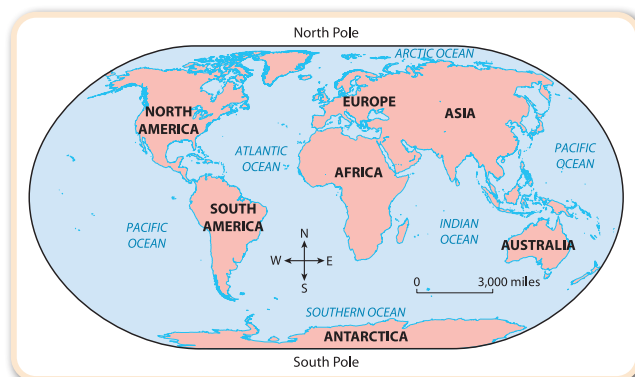
- » The map of the United States shows that there are fifty states in the country. It also shows that the United States is between the Pacific Ocean and the Atlantic Ocean. It also shows some of the major lakes and rivers in the United States.

**LITERAL**—Which ocean is to the left of the United States on a map? (K.18)

- » The Pacific Ocean is to the left of the United States on a map.

**Now ask students to look at the images on page 15 as you read aloud.**

There are many countries in the world. Most countries are found on large areas of land we call continents. There are seven continents. You can see the seven continents on this map of the world. The United States of America is on the continent of North America.



This map also shows oceans. There are five oceans. The Pacific Ocean is the largest and deepest ocean in the world. The West Coast of the United States is next to the Pacific Ocean.



15

**CORE VOCABULARY**—Explain that a **continent** is one of the largest areas of land on Earth.

**SUPPORT**—Remind students about what they heard in Chapter 1 about neighborhoods. Encourage students to think of the words *neighborhood*, *city or town*, *state*, *country*, and *continent* in terms of relative size. Make clear that usually there are several countries located on a continent. You may wish to write the words on sentence strips and then arrange the strips from smallest area to largest while saying the words aloud to emphasize relative size.



**SUPPORT**—Ask students what continent they live on. (*North America*) Help them find the continent of North America on the world map on page 15. Display or distribute Map of the United States (AP 2.1). Have students look at the overall shape of the United States and try to visualize where the United States fits on the continent of North America.

**SUPPORT**—Point out and name each of the seven continents shown on the map, but tell students that they are not expected to remember the name of every continent right now.



**SUPPORT**—Play “Seven Continents Song” two or three times, encouraging students to sing along with the chorus as they pick up the words.

**SUPPORT**—Point out and name the five oceans shown on the map. Tell students that they are not expected to remember the name of every ocean right now, but they should learn the names of the two oceans that border the United States. Review the locations of the Atlantic and Pacific Oceans.

**SUPPORT**—Point out that the Pacific Ocean appears in two places on the map. Make sure students understand that there are not two Pacific Oceans. The Pacific Ocean is shown in two places because of the way the map is drawn on a flat piece of paper.

### Ask students the following questions:

**LITERAL**—What is a continent? (**K.3, K.19**)

» A continent is a large area of land.

**LITERAL**—How many continents are there? (**K.19**)

» There are seven continents.

**LITERAL**—On which continent do you live? (**K.19**)

» I live on the continent of North America.

**LITERAL**—How many oceans are there? (**K.19**)

» There are five oceans.

Now ask students to look at the images on page 16 as you read aloud.

Some maps tell us where we can find natural resources, like forests for wood or oceans for fish. We use these resources to build homes and feed ourselves. Coal and oil are also natural resources.



Maps can even show us information about the weather. This information helps us prepare for what's to come.



16

**CORE VOCABULARY**—Explain that **natural resources** are things that we get from nature that we can use. Wood is a natural resource because we get wood from nature and we use it for things we need or want. Explain that wood is used in many ways, including building homes and furniture and making musical instruments. Ask students to explain why fish are a natural resource. **(K.20.a)**

**SUPPORT**—Explain that maps are drawings that give us information about different places. If you had a map that showed where forests and oceans were located, you could use it to find natural resources like wood for building or fish for eating. Have students look at the top map on the page. Explain that the pictures on the map indicate natural resources. Point to the several fish, and ask what natural resource can be found where these pictures are. (*fish*) Explain that the trees show where forests are located, and the oil derricks show where oil is found.

**SUPPORT**—We can also use maps to learn about what kind of weather to expect. After students have viewed the bottom map, explain that weather maps give us important information about what the weather might be like in different places. Point to each symbol as you explain that the map uses symbols to show where it is sunny, cloudy, windy, rainy, snowy, cold, and hot.

**Ask students the following questions:**

**LITERAL**—What are natural resources? What are some examples? (K.3, K.20.a)

- » Natural resources are things that we get from nature that we can use, like wood and fish.

**LITERAL**—What does a weather map tell us? (K.22)

- » A weather map tells us what kind of weather to expect.

**LITERAL**—What can maps tell us about natural resources? (K.3, K.20.a)









- » Maps can tell us where to find natural resources.

**INFERENTIAL**—Why do you think it is important for us to know where natural resources such as forests and oceans are located? (K.20.a)

- » It's important because knowing where these resources are helps us plan where to build homes, where to find food, and how to take care of those resources. For example, knowing where a forest is can help us get wood for buildings, and knowing where oceans are can help us find fish to eat. Also, by knowing the locations of natural resources, we can make plans to protect and conserve them.

**Now ask students to look at the images on page 17 as you read aloud.**

Many maps have small pictures called symbols. They are like secret map codes. There are symbols for towns, cities, mountains, rivers, highways, and even train tracks. The area on a map that tells you about the symbols is called the key.

MAP KEY			
	Highway		Forest
	City		Railroad
	Capital City		Mountain
	Airport		River

Symbols help us understand what's on the map. They also help us find the things we are looking for.



**CORE VOCABULARY**—Explain that **symbols** are pictures or signs that mean something. Draw a smiley face on the board or chart paper. Explain that it is a symbol. It means something. Ask: What does this symbol mean? (*happy*) Draw a sad face on the board or chart paper. Ask: What does this symbol mean? (*sad*)

**SUPPORT**—Explain that the small pictures or signs that we see on maps are symbols. They are like a code that tells us what each part of the map represents. Inform students that a map key tells what the symbols on the map mean or stand for. Direct students' attention to the map key on page 17. Tell them that this map key goes with a map that shows cities, mountains, rivers, forests, highways, and airports. Ask students to point to the symbol that they think stands for forest, railroad, mountain, river, and so on.

Have students turn back to page 16 and look at the top map. Have them point to the map key. Ask: What symbol represents a forest? (*tree*) Have them point to the tree on the map. Have them find Louisiana on the map. Is the forest close to or far away from Louisiana? (*far away*) **(K.18, K.19)**

**Ask students the following questions:**

**LITERAL**—What are symbols on a map? **(K.3, K.19)**

- » Symbols on a map are small pictures that show us where things like towns, mountains, or rivers are.

**LITERAL**—What is a key on a map? **(K.3, K.19)**

- » A key on a map explains what the symbols on the map mean.



Now ask students to look at the images on page 18 as you read aloud.

You use maps more often than you might realize. Sometimes maps are made of paper that you can hold. Have you ever been to the zoo? Some places, like the zoo, give you maps to help you find your way around.



Sometimes you may see a map on a computer or a phone.

Some maps can even be seen on a GPS device or phone in your car!



18

**SUPPORT**—Emphasize that maps aren't just things we see in books or on big pieces of paper; we interact with maps more often than we realize. Ask if students have ever been to a zoo or a large amusement park. How did they or the people they were with find their way around? Places like zoos often provide handheld maps that guide visitors through the different areas and exhibits. Ask if students have ever used a map at a shopping mall to find a particular store. Large malls sometimes post maps at their entrances.

**SUPPORT**—Ask students if they have seen their parents or other adults using electronic devices, such as a phone or a GPS device in a car, to find their way. Explain that while these tools are nice to have, they can make mistakes, so it is still important to know how to read a map on your own.

**SUPPORT**—Display an online map, and explain that thanks to the Internet, computers, and cell phones, people can now find and get maps in other ways. For demonstration purposes, enter the address of your school as the starting location and another nearby address as the destination so that students can watch as the map of the area appears on the screen. Explain how the map represents an area, including streets, buildings, parks, and so on.

You may also want to demonstrate to students how an online map allows a person to find step-by-step written directions to use with the map in order to get from one place to another, either by walking or traveling by car. Explain that even with modern tools such as online maps, it is still very important to learn how to use a map on your own.

**Ask students the following question:**

**LITERAL**—Where else can we see maps besides on paper? **(K.3)**

- » Besides seeing maps on paper, we can also see maps on computers and phones and in cars on GPS devices.

**Now ask students to look at the image on page 19 as you read aloud.**

This is a globe. A globe is different from a map. It is a round model of our world, which we call Earth. Earth is round, you see! The farthest northern point on Earth is called the North Pole. The farthest southern point on Earth is called the South Pole.



19

**CORE VOCABULARY**—Explain that a **globe** is a round model of the world. Tell students that the world is actually round. A globe is a small model of the world that we can hold and turn around in our hands. It helps us see and understand how land and water are laid out on our round planet Earth.

**SUPPORT**—Show students the globe. Turn it slowly and point out the relative locations of the following places in the world, using the terms *right/left*, *up/down*, *in/out*, and *above/below* as you point:

- forty-eight contiguous states
- Pacific Ocean and Atlantic Ocean
- North America
- Alaska and Hawaii
- Louisiana and the Gulf of America

Then ask students questions for practice, such as: Is the Pacific Ocean to the right or left of the United States? (*to the left*) Is the Atlantic Ocean to the right or left of the United States? (*to the right*) Are the forty-eight contiguous states inside or outside of North America? (*inside*) Is Hawaii to the right or left of the forty-eight contiguous states? (*to the left*) Is the Gulf of America above or below Louisiana? (*below*) **(K.18)**

**CORE VOCABULARY**—Explain that **Earth** is another name for our world.

**SUPPORT**—Refer back to the terms *neighborhood*, *state*, *country*, and *continent*. Tell students that of all the types of places they have been talking about so far, the word *Earth* describes the largest place they have learned about.

**Note:** If, when discussing page 15, you wrote the words *neighborhood*, *state*, *country*, and *continent* on sentence strips and arranged them from smallest area to largest, you can now write *Earth* on another strip and add it to the arrangement.

**SUPPORT**—Direct students to look at the image of the globe on page 19. Explain that the blue represents water, and the other colors represent areas of land. On this globe, each country has its own color.

**CORE VOCABULARY**—Explain that the **North Pole** is the most northern point on Earth. It is located near the top of the globe. Explain that the **South Pole** is the most southern point on Earth. It is located near the bottom of the globe. Demonstrate using the classroom globe.

**Ask students the following questions:**

**LITERAL**—What is a globe? **(K.18)**

- » A globe is a round model of Earth.

**LITERAL**—What shape is Earth? **(K.18)**

- » Earth is round, like a ball.

**INFERENTIAL**—On a map or globe of Earth, which direction would you go to get from the South Pole to the North Pole? **(K.18)**

- » You would have to go up to get from the South Pole to the North Pole.

**EVALUATIVE**—How is a globe different from a map? **(K.3)**

- » A globe is a round object that you can turn and see from all sides. A map is a flat drawing.

## Timeline Card Slide Deck

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- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “Why are maps helpful?”



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—Why are maps helpful?

- » Answers may vary but may include the following: maps are helpful because they show where we are in the world and how to get from one place to another; different maps can show different types of places; maps can show cities, states, countries, and continents; they can show different types of information, like rivers and oceans, natural resources, and weather; they can also show the North and South Poles.

## Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## CHAPTER 3

# Exploring the United States

### Primary Focus Objectives

- ✓ Identify and describe the relative location of objects and places, as well as basic landforms and bodies of water, using maps, models, and various visual representations. (K.18, K.19)
- ✓ Understand and discuss how people interact with their environment by using natural resources and modifying their environment to create shelter. (K.20)
- ✓ Differentiate among various types of living areas, and detail how weather impacts daily activities and choices. (K.21, K.22)
- ✓ Understand the meaning of the following domain-specific vocabulary: *dairy* and *desert*.

### Materials Needed

#### Activity Pages



AP 2.1

AP 3.1

- individual student copies of *Exploring Our World* Student Book
- globe
- teacher and individual student copies of Map of the United States (AP 2.1)
- teacher and individual student copies of Map of North America (AP 3.1)

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Exploring the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## THE CORE LESSON

### Introduce “Exploring the United States”

Review what students heard in Chapter 2 about maps and globes. Remind students that maps are flat drawings of a place. Globes are round models.

Show students a globe. Review the five oceans and seven continents. Ask students which continent they live on. (*North America*) Display North America on the globe. Ask students what country they live in. (*the United States*) Point out the United States. Tell students they are going on a journey around the country. They are going to see and hear about some amazing places in the United States.



## Framing Question

What would you see on a trip across the United States?

## Core Vocabulary

dairy      desert

## Chapter 3: “Exploring the United States”

Distribute copies of the Student Book. Ask students to turn to page 20 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Exploring the United States.”



Activity Page



AP 3.1

**SUPPORT**—Display or distribute Map of North America (AP 3.1). Guide students to find the location of the United States. Tell students that a longer name for the United States is “The United States of America.” Sometimes people may simply call the United States “America.” All three of these names refer to the same country.

**Ask students the following question:**

**LITERAL**—Where is the United States located? **(K.3. K.18)**

» It is located in North America.

**Now ask students to look at the images on page 21 as you read aloud.**

The United States has many sights to see and explore. Look at this map. There are big cities, mountains, and rivers. Can you point out where you can find these?



Washington, D.C., is the capital of the United States. The city sits next to the Potomac River, close to Maryland and Virginia. Can you find Washington, D.C., on the map?



21

**SUPPORT**—Remind students that lines on the map separate states. Remind students that states are labeled with abbreviations, like *LA* for Louisiana. Point out the location of Louisiana on the map.

**SUPPORT**—Remind students that maps use symbols to show where places like cities and objects like mountains are. Have students find the red circle in the key. Explain that the red circle represents a city. Point to a city on the map. Next, have students find the blue lines on the map. Remind students that blue lines represent rivers. Have students point to a river on the map. Finally, have students find the symbols for mountain peaks on the map. Have students find places on the map that show mountains.

**SUPPORT**—Explain that on this map, the Great Plains are shown with cross-hatching, and this is not shown on the key. Explain that the Great Plains are a large area of flat land in North America. The land is called a plain because it is mostly flat or gently rolling hills.

**SUPPORT**—Explain that several places border the United States. Point out that the United States is bordered by Canada, Mexico, the Pacific Ocean, and the Atlantic Ocean. (K.3, K.18)

**SUPPORT**—Point to the “Washington, D.C.” label on the map. Remind students that Baton Rouge is the capital city of Louisiana, and explain that the United States has a capital city too. The capital of the United States is Washington, D.C. Just like state leaders work in the state capital at Baton Rouge, national leaders work in Washington, D.C.

**Ask students the following questions:**

**LITERAL**—What does the key tell us about what we can see in the United States? (K.19)

» The key tells us that we can see mountains and rivers in the United States.

**LITERAL**—Find Washington, D.C., on the map. What is it located between? (K.18, K.19)

» It is located between mountains and the ocean.

**Now ask students to look at the images on page 22 as you read aloud.**

New England is a region of the United States. It has beautiful coastlines to explore. There are fishing villages in New England, too.



In New England you will also find mountains to climb and lakes to swim in!







**SUPPORT**—Explain that New England is a part of the United States, located in the upper right corner of the country. Display Map of the United States (AP 2.1), and point to it on the map. It is known for its beautiful nature and consists of the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

**SUPPORT**—Share that outdoor recreational activities such as fishing, swimming, and mountain climbing are ways people interact with their environment. For example, boating is another way people who live near lakes or rivers interact with their environment. Ask students to think about how they spend time. Ask what they like to do outside. (*Students may say that they fish or swim.*) Help students understand that there are many things people do outside, like planting gardens or building sandcastles. **(K.20)**

**Ask students the following question:**

**LITERAL**—What can you find in New England? **(K.3, K.19)**

» You can find coastlines, fishing villages, mountains, and lakes.

**Now ask students to look at the images on page 23 as you read aloud.**

The United States has many big cities, like New Orleans in Louisiana. In cities like New Orleans, there is always something to do. Many people live in New Orleans. There are tall buildings where people work, shops where they buy things, and parks where they play.



**SUPPORT**—Ask students what they notice in the pictures of New Orleans. Students may mention the tall buildings, large bridge, or decorations along the city streets. Explain that many big cities in the United States have features such as tall buildings and bridges. Explain that cities like New Orleans are bustling with activity and people.

Activity Page



AP 2.1

**SUPPORT**—Use this as an opportunity to discuss the Mississippi River, America’s largest river, which runs past New Orleans. Display Map of the United States (AP 2.1), and point to the Mississippi on the map. Remind students that rivers in a city can be used for activities and transportation and provide natural resources.

**Ask students the following question:**

**LITERAL**—What are some things that people can do in a city like New Orleans? (K.3, K.20)

- » In a city like New Orleans, people can work in tall buildings, shop in different stores, and play in parks.

**Now ask students to look at the images on page 24 as you read aloud.**

Other parts or regions of the United States, especially the Midwest, have lots of land that is used to grow food. Do you like corn? It’s grown on farms in many places, like the state of Iowa.



The Midwest also has dairy farms and fields full of cows. The milk from these cows is used to make delicious food like ice cream and cheese.



24

**CORE VOCABULARY**—Explain that **dairy** means food that is made from milk or milk products, such as cheese.



**SUPPORT**—Review the concept of a farm, which students first heard in Chapter 1. Emphasize that a farm is a place where food or animals are raised. Discuss some animals commonly found on a farm, like cows. Have students point to the cows in the images on page 24.

Activity Page



AP 2.1

**SUPPORT**—Display or distribute Map of the United States (AP 2.1), and help students locate Iowa. Explain that the Midwest includes Minnesota, Iowa, Wisconsin, Illinois, Indiana, Michigan, and Ohio. Point out each state on the map. Explain that farming is very important in this area. The Midwest has many dairy farms and many farms that grow food plants like corn.

**Ask students the following questions:**

**LITERAL**—What is grown on farms in the countryside of the Midwest? **(K.20.a)**

» Farms in the Midwest grow food like corn.

**LITERAL**—What is a dairy farm? **(K.21)**

» A dairy farm is a place where cows are raised for the milk they produce. This milk is used to make foods like ice cream and cheese.

**Now ask students to look at the image on page 25 as you read aloud.**





**SUPPORT**—Display Map of the United States (AP 2.1). Explain that *southern* means the bottom part of the United States. *Northern* means the top part.



**SUPPORT**—Display or distribute Map of the United States (AP 2.1). Guide students to find Florida. Note that it is surrounded by water on three sides.

**Ask students the following questions:**

**LITERAL**—Where is Florida located? (K.18)

» Florida is located in the southern, or bottom, part of the United States.

**INFERENTIAL**—Do you think the weather in Florida is more like the weather in Louisiana or in the northern states? Why? (K.3, K.18)

» The weather in Florida is more like the weather in Louisiana. Florida and Louisiana are both in the southern United States, which is usually warmer than the northern part of the country.

**Now ask students to look at the images on page 26 as you read aloud.**

There are tall, sometimes snowy mountains in the United States, like the Rocky Mountains in the western part of the U.S. Do you remember seeing them on the map?





**SUPPORT**—Display Map of the United States (AP 2.1). Point out the Rocky Mountains, and explain that the western United States is the left side of the United States.

AP 2.1

**SUPPORT**—Explain that snow is a type of precipitation, or water falling from the sky, that happens when it's very cold. Snow is white and falls in tiny pieces that we call *flakes*. Snow can cover the ground, rooftops, and trees, making everything look white and bright. People have to clear snow from their walkways, streets, and driveways so they can get to school and to work. When snow is packed down, it becomes very slippery, and people can use it for sports such as skiing and sledding.

**Ask students the following questions:**

**LITERAL**—Where are the Rocky Mountains located? (K.3, K.19)

» The Rocky Mountains are located in the western United States, or left side of the United States.

**LITERAL**—How do the Rocky Mountains change in the winter? (K.3, K.22)

» During the winter, the Rocky Mountains can get covered with snow.

**Now ask students to look at the image on page 27 as you read aloud.**

Rivers like the Colorado River flow through the United States. Some people use these rivers for fishing or boating.



27





**SUPPORT**—Remind students how rivers appear on a map. You can show them how the Colorado River appears on a map of the United States using Map of the United States (AP 2.1).

**SUPPORT**—Explain that rivers are used for more than just fishing and boating. Some people get their drinking water from rivers. Farmers sometimes use water from rivers to water their crops. And sometimes, people dump garbage in rivers, which makes the river water dirty and unsafe to use.

**Ask students the following question:**

**LITERAL**—How do people use the Colorado River? (K.3, K.20.a)

» People fish and boat in the Colorado River.

**Now ask students to look at the images on page 28 as you read aloud.**

Deserts in the United States, like Monument Valley, have long stretches of sand and beautiful stone hills.



The Navajo people have lived in these deserts for many years. The desert is their home!



28

**CORE VOCABULARY**—Explain that a **desert** is any area of land that is dry and does not get a lot of rain. Deserts often are covered with sand and have hot temperatures. Some deserts, like Monument Valley, have stone towers, but not all deserts do.



**SUPPORT**—Distribute or display Map of the United States (AP 2.1). Guide students to the border between Utah and Arizona, near New Mexico. Explain that this is about where Monument Valley is located. Explain that much of Arizona, Utah, Nevada, and New Mexico is desert.

**SUPPORT**—The word *Navajo* is pronounced (/na\*vah\*ho/). The Navajo are Native Americans. Explain that the word *Americans* is a name used for people living in the United States.

The term *Native Americans* is used to talk about the very first people who lived in the United States long, long ago.

The Navajo were among the first people to come to live in Arizona and northern New Mexico long, long ago.

**Ask students the following question:**

**LITERAL**—What is Monument Valley? (K.19)

» Monument Valley is a desert area in the United States. It has tall towers of stone.

**Now ask students to look at the images on page 29 as you read aloud.**

People in the United States live in different places, with different weather, and in different kinds of homes. But we all live as part of one country—the United States of America.





**SUPPORT**—Ask students to describe what they see in these pictures. Discuss with them the ways in which the places shown in the photos are different. **(K.21, K.22)**

**SUPPORT**—Discuss the idea of climate diversity in the United States. For instance, some places have snow and cold weather, while others have warm or hot weather most of the year. Discuss with students how the weather affects people’s activities. **(K.22)**

**Ask students the following questions:**

**EVALUATIVE**—Do people in different parts of the United States experience the same weather? **(K.22)**

- » No. Different places in the United States have different kinds of weather. For instance, some have very cold winters; some are very sunny.

**INFERENTIAL**—How do you think the weather in different parts of the United States affects what people do each day? **(K.22)**

- » The weather affects what people can do and what kind of clothes they wear. If a place has lots of snow, like in the mountains, people would clear snow from streets. They might stay indoors to keep warm, or they might go outside to play with sleds. If a place has lots of sunshine, people might swim and wear sunscreen lotion.

Ask students to look at the images on page 30.



Tell students that these images show maps of the United States of America.

Guide students to the Then image. Explain that this shows the United States of America a long time ago, when it was first founded.

**SUPPORT**—Point out on the Then map that the area to the left of the thirteen colonies was not empty. People called Native Americans, like the Navajo, lived there. They still do, now that those areas have become part of the United States.

Guide students to the Now image. Explain that this shows the United States today.

Have students compare the two images.

### Ask students the following questions:

**EVALUATIVE**—What is similar or alike in the images? (K.3, K.18, K.19)

- » What's similar in both images is that they both show a map of the United States. The same land is there, but the area that is the United States changes between Then and Now. The rivers are the same too.

**EVALUATIVE**—What is different in the images? (K.3, K.18)

- » What's different is the number and location of states. In the Then image, there are fewer states, mainly on the right side. In the Now image, there are more states, covering the entire map from right to left. The Now image also shows mountains. The Then image does not.

**LITERAL**—How many states were in the United States of America when it began? (K.3)

- » There were thirteen states in the original United States of America.

### Timeline Card Slide Deck

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- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "What would you see on a trip across the United States?"



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—What would you see on a trip across the United States?

- » Answers will vary but should include some of the following: coastlines; lakes and rivers; mountains and deserts; small fishing villages and cities with tall buildings, shops, and parks; farmland in the countryside where people grow food and raise animals; different types of weather and different types of homes; American people doing a variety of activities.

### Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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## Answer Key: *Exploring Our World*—Chapter Assessments 80

## Chapter 1 Assessment: *Where People Live*

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**Make sufficient copies of the Student Answer Sheet for each student; see pages 61–63 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.**

1. What state do you live in? **(K.18)**
  - a) Louisiana
  - b) Colorado
  - c) California
2. What country do you live in? **(K.18)**
  - a) Mexico
  - b) the United States
  - c) Canada
3. What is the name of a large landform that rises high into the sky? **(K.19)**
  - a) mountain
  - b) coast
  - c) lake
4. Where does the land meet the ocean? **(K.19)**
  - a) countryside
  - b) hill
  - c) coast
5. Which of these is completely surrounded by water? **(K.19)**
  - a) island
  - b) river
  - c) lake
6. What area has the most buildings and people? **(K.21)**
  - a) countryside
  - b) city
  - c) suburb



7. Which is a busy place with lots of people, tall buildings, and traffic? (K.21)
- a) city
  - b) neighborhood
  - c) farm
8. What would a person do to stay warm when it is cold? (K.22)
- a) build a fire
  - b) swim
  - c) wear cool clothes

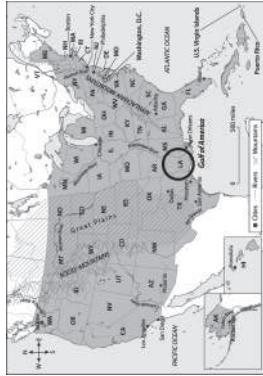
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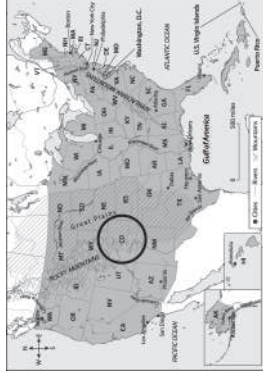
## Chapter 1 Assessment Student Answer Sheet: *Where People Live*

1.

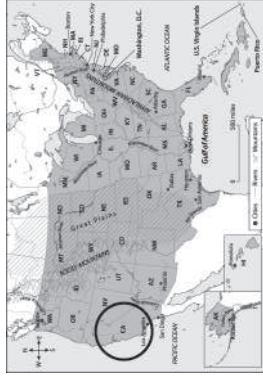
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b.

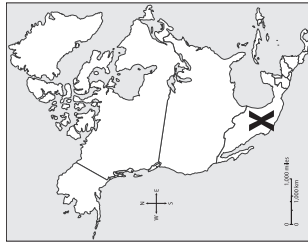


c.



2.

a.



b.



c.



3.

a.



b.



c.



Name \_\_\_\_\_ Date \_\_\_\_\_

Chapter 1 Assessment Student Answer Sheet: *Where People Live*

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 1 Assessment Student Answer Sheet: *Where People Live*

7.

a.



b.



c.



8.

a.



b.



c.



## Chapter 2 Assessment: *Finding Your Way Around*

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**Make sufficient copies of the Student Answer Sheet for each student; see pages 65–66 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.**

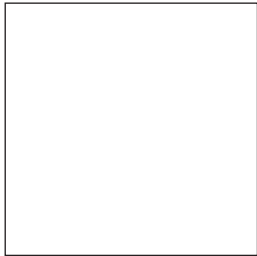
1. What shape is Earth? **(K.18)**
  - a) square
  - b) round
  - c) triangular
2. On what continent do you live? **(K.18)**
  - a) Africa
  - b) North America
  - c) Australia
3. How many continents are there? **(K.19)**
  - a) five
  - b) seven
  - c) ten
4. A small picture used on a map to show us where things are is called a \_\_\_\_\_. **(K.18)**
  - a) photo
  - b) symbol
  - c) drawing
5. What is a round model of the world called? **(K.18)**
  - a) globe
  - b) map
  - c) country
6. Which symbol represents coal? **(K.19)**
  - a) the cart
  - b) the tower
  - c) the tree



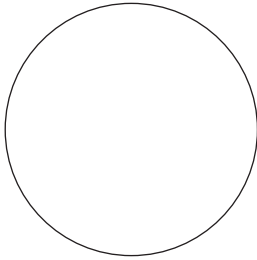
## Chapter 2 Assessment Student Answer Sheet: Finding Your Way Around

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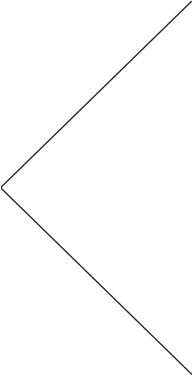
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b.

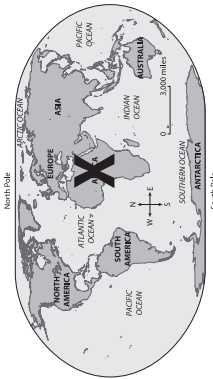


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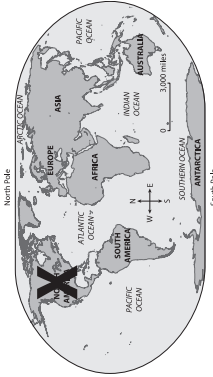


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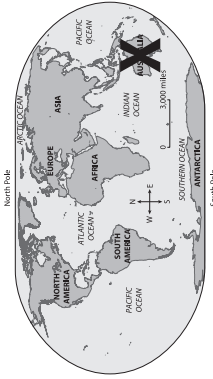
a.



b.



c.

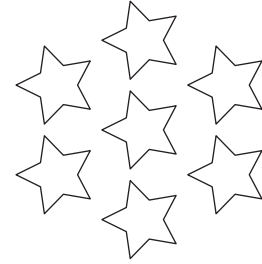


3.

a.



b.



c.



Name \_\_\_\_\_ Date \_\_\_\_\_

Chapter 2 Assessment Student Answer Sheet: *Finding Your Way Around*

4.

a.



b.



c.

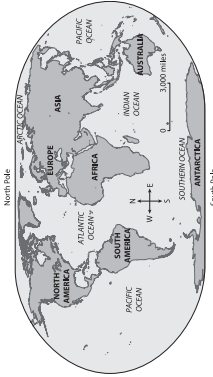


5.

a.



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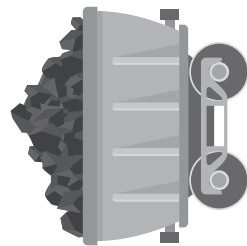


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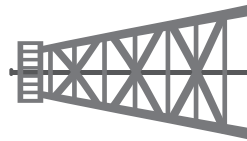


6.

a.



b.



c.



## Chapter 3 Assessment: *Exploring the United States*

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**Make sufficient copies of the Student Answer Sheet for each student; see pages 68–70 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.**

1. Where is the United States located? **(K.18)**
  - a) South America
  - b) North America
  - c) Africa
2. What can you find in New England? **(K.19)**
  - a) mountains
  - b) deserts
  - c) coastlines
3. Which statement describes the Midwest? **(K.19, K.20, K. 21)**
  - a) It has lots of fishing villages.
  - b) It has lots of farms.
  - c) It has lots of mountains.
4. What is the capital of the United States? **(K.21)**
  - a) Miami
  - b) Dallas
  - c) Washington, D.C.
5. What is the weather like in Florida? **(K.22)**
  - a) warm
  - b) cold
  - c) rainy
6. Where can people boat and fish? **(K.20)**
  - a) mountains
  - b) rivers
  - c) farms
7. Where do the Navajo live? **(K.19, K.20)**
  - a) farms
  - b) the desert
  - c) mountains

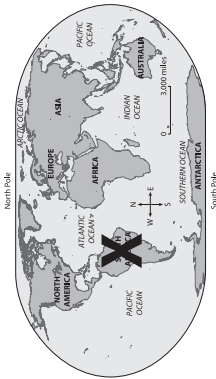
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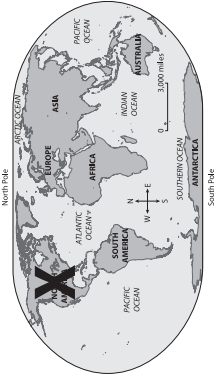
## Chapter 3 Assessment Student Answer Sheet: Exploring the United States

1.

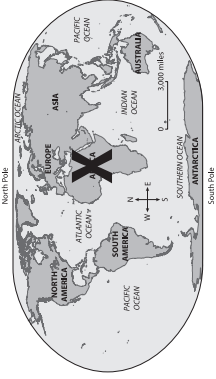
a.



b.

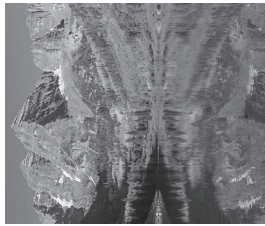


c.



2.

a.



b.



c.



3.

a.



b.



c.



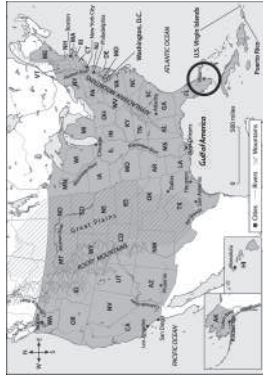
Name \_\_\_\_\_

Date \_\_\_\_\_

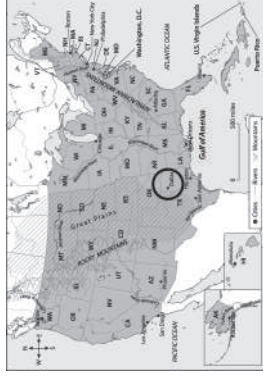
### Chapter 3 Assessment Student Answer Sheet: Exploring the United States

4.

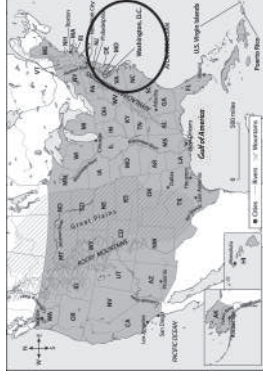
a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



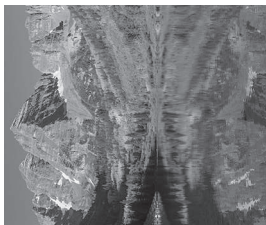
c.





Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 3 Assessment Student Answer Sheet: Exploring the United States****7.****a.****b.****c.**

## Culminating Activity: Exploring Our World

### Making and Using a Classroom Map (K.18)

**Materials Needed:** samples of different maps; paper; pencils, crayons, or markers; board or chart paper; one or two special objects to hide (optional)

#### Day 1

Display different paper maps, and ask: What are these? What do they tell us? How can we use them? *(Students should recognize them as maps and explain that people use them to help find or learn about different places.)*

Remind students that maps are drawings of a place. Maps can show very small places, such as a town or city, or larger places, such as a state, a country, or even the world. Ask students to name the town or city, state, country, and continent in which they live.

Display a map, either one of the initial examples or a map from the Student Book, and ask students to identify the different parts: the drawing of the place, the labels, the colors, the key.

Distribute paper and pencils, crayons, or markers, and guide students to draw a map of your classroom, showing and describing the locations of different objects and places, such as windows, doors, tables, desks, closets, and any other identifiable features of the classroom. You may wish to model drawing a classroom map on the board or chart paper and have students copy you. When modeling, be sure to use position words to describe what you are doing—for example, “My desk is in front of the window” or “The door is on the left side of the room.”

#### Day 2

Help students finish their classroom maps, if needed.

Ask students to describe where they are in the classroom. Encourage students to use position words, such as *next to*, *in front of*, *behind*, *between*, *left*, and *right*, to describe the locations. Help them mark their location on their maps.

Ask students to use their classroom maps to locate other things. Again, encourage the use of position words.

**CHALLENGE**—Prior to class, hide a special object or two somewhere in your classroom. Give students step-by-step directions, using their classroom maps, that guide them to the location of the hidden object(s).

## Performance Task: *Exploring Our World*

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**Materials Needed:** four blank 5" x 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Exploring Our World* Student Book

**Teacher Directions:** In this unit, students learned that people reside in a variety of places, from farms to apartments and from cities to countrysides. They identified the geographical features that places can have, such as hills, coasts, and rivers. Using maps, students discovered how to navigate and learn about different spots and understood the purpose of a map key and the forms maps can take, including globes. Branching out to a broader context, students learned that the United States is part of North America and identified its varying cityscapes and rural areas, understanding the divergence in living conditions, weather patterns, and types of homes across the country.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling all over the United States, visiting different places. They will share the sights, sounds, and smells of this land with their friends and family back home by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details that they learned. Students should identify in their postcards the most important aspects of the United States that they have learned about that make it an exciting place to visit and think about.

Have students draw an image on one side of each card and dictate a brief message for the other side.

**Note:** We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about maps and life in the United States." It is not necessary for the teacher to write verbatim what the student says; rather, the teacher should capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

# Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

<b>Above Average</b>	<p>Response is accurate and detailed. Student demonstrates strong understanding of our world, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none"><li>• People live in different homes: farms, apartments, houses, and houseboats.</li><li>• We live in Louisiana.</li><li>• The United States has different geographical features: hills, mountains, a coast, lakes, rivers, and islands.</li><li>• People live in different types of places: cities, towns, the countryside, and suburbs.</li><li>• Maps help people find things.</li><li>• A globe is a round model of our world.</li><li>• The United States’ location on the globe is North America.</li><li>• People live in different homes across the United States with different weather and living conditions.</li></ul>
<b>Average</b>	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of our world, noting three of the details listed above.</p>
<b>Adequate</b>	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of our world, noting two of the details listed above.</p>
<b>Inadequate</b>	<p>Response is incomplete and demonstrates a minimal understanding of our world, noting only one of the details listed above.</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

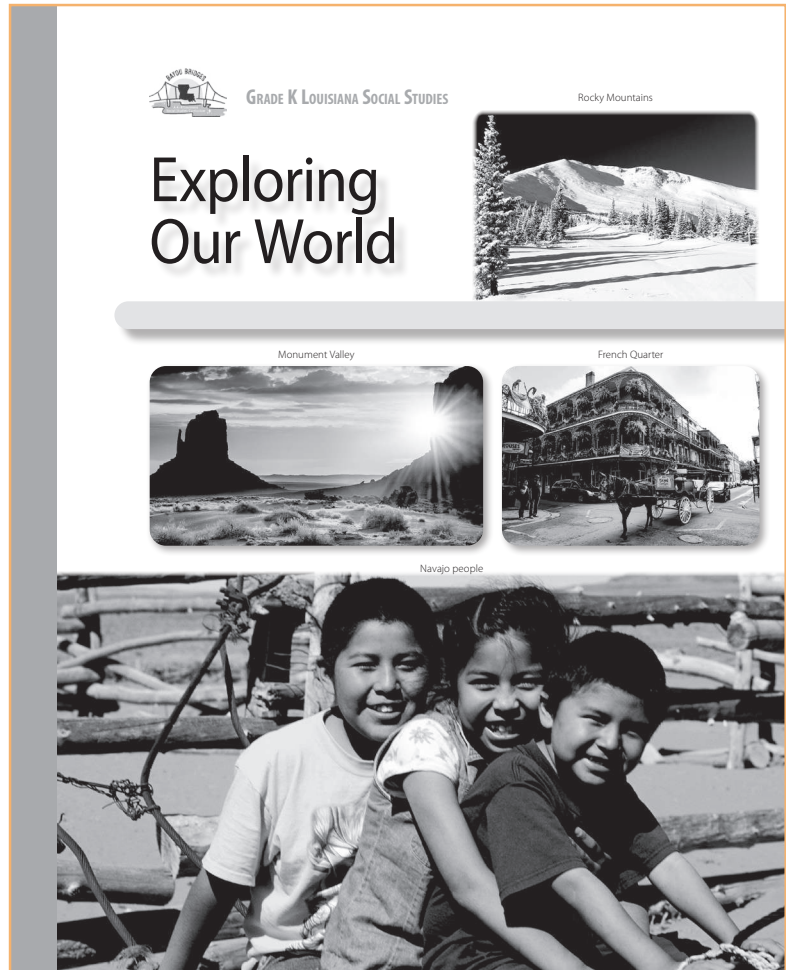
Use with Chapter 1

### Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the world we live in. They will learn about the different places people live, from houses and apartments to neighborhoods, communities, and countries. They will learn how to use maps and globes. They will explore different regions and features of Louisiana and the United States. They will learn about ways people interact with their environment and identify how landforms affect the way people live.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.





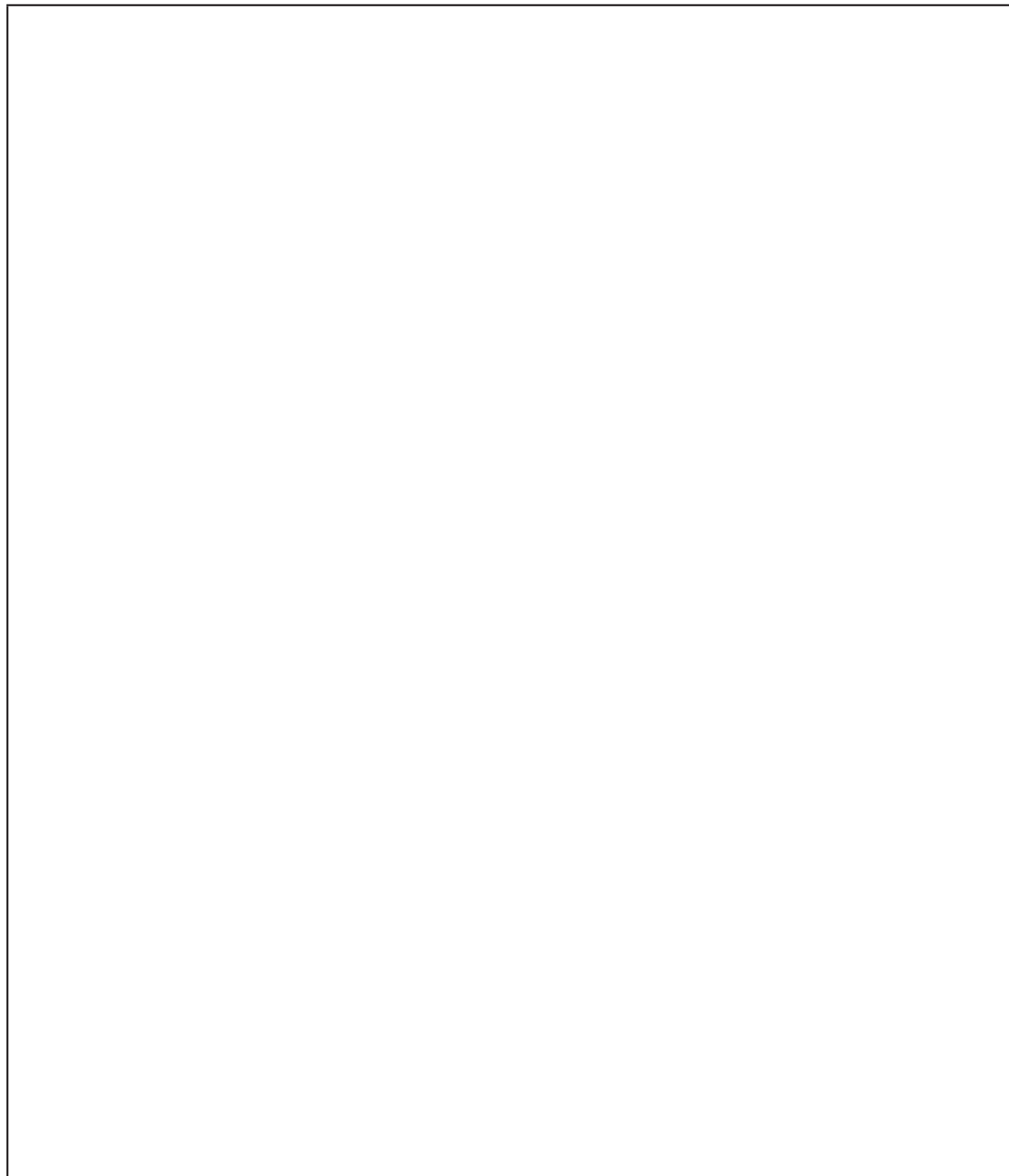
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapter 1**

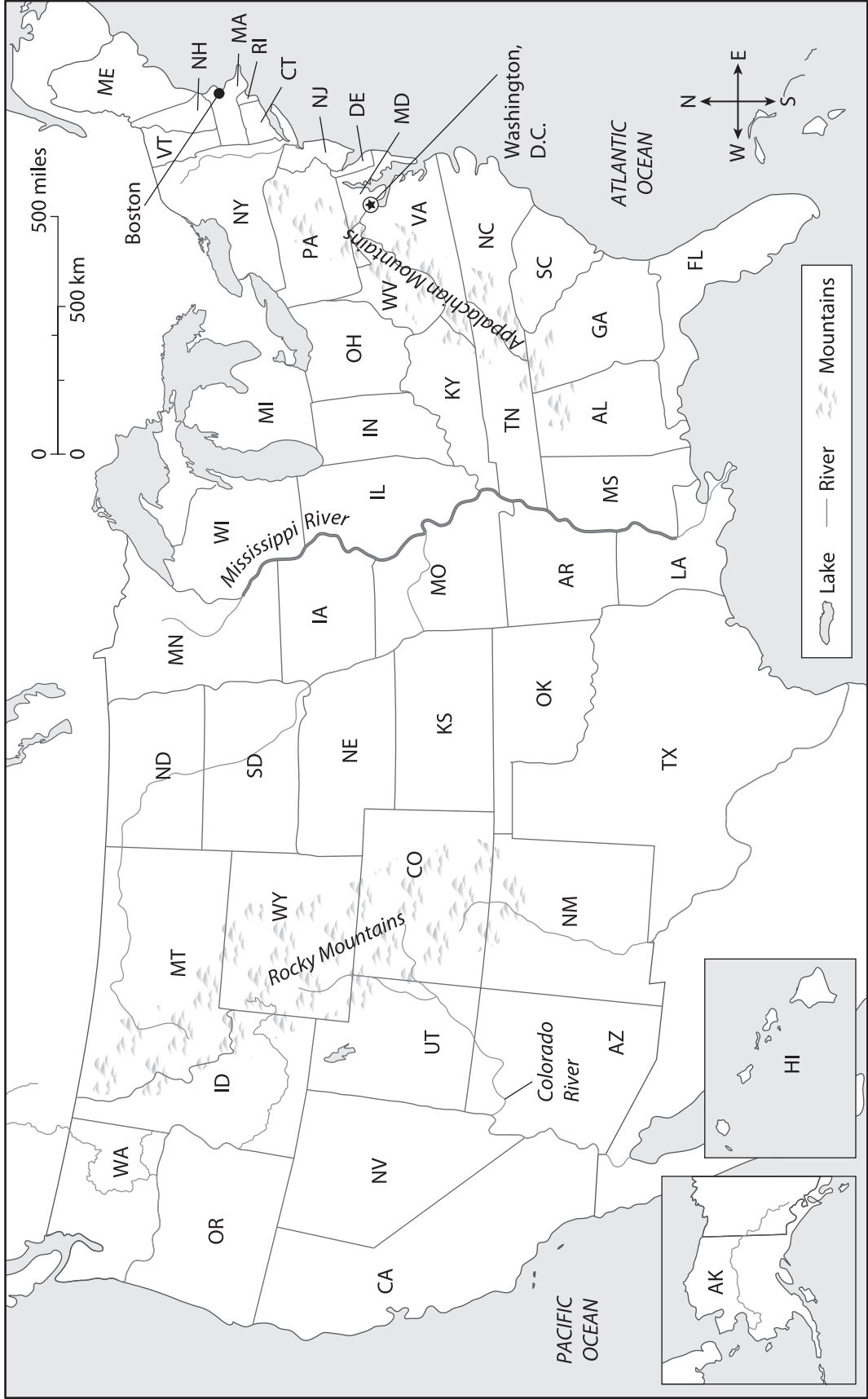
## **Where Do I Live?**

A large, empty rectangular box with a thin black border, occupying the majority of the page below the title. It is intended for a student to draw or write their response to the question 'Where Do I Live?'. The box is completely blank and takes up most of the page's vertical space.

Name \_\_\_\_\_

Date \_\_\_\_\_

Map of the United States



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

Map of North America



### HISTORY

- K.1** Order events in a chronological sequence using schedules, calendars, and timelines. For example:
- a) Daily classroom activities
  - b) Significant events in students' lives
- K.2** Differentiate between primary and secondary sources. For example:
- a) Primary sources: letters, diaries, autobiographies, speeches, interviews
  - b) Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4** Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
- a) Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
  - b) Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"
  - c) Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
  - d) State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5** Identify examples of different cultures and traditions in Louisiana, including:
- a) Music: Cajun, jazz, zydeco
  - b) Traditions: king cake, red beans and rice on Mondays
  - c) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
- K.6** Identify a cause and effect for a significant event in a school, neighborhood, or parish.

### CIVICS

- K.7** Explain the purpose of local government.
- K.8** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- a) Taking care of personal belongings and respecting the property of others.
  - b) Following rules and recognizing consequences of breaking rules.
  - c) Taking responsibility for assigned duties.

- K.9** Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.
- K.10** Describe the importance of rules and how they help protect our liberties.
- K.11** Explain how people can work together to make decisions.
- K.12** Identify local business and government leaders and describe their roles.

## **ECONOMICS**

- K.13** Identify examples of goods and services. For example:
- a)** Goods: food, toys, clothing
  - b)** Services: medical care, fire protection, law enforcement, library resources
- K.14** Describe and compare reasons to save and spend money.
- K.15** Differentiate between wants and needs.
- K.16** Identify jobs and industries within a school and community.
- K.17** Describe the concept of scarcity using examples.

## **GEOGRAPHY**

- K.18** Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19** Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20** Identify ways people interact with their environment, including:
- a)** Using natural resources
  - b)** Modifying their environment to create shelter
- K.21** Identify rural, suburban, and urban areas.
- K.22** Explain how weather impacts daily life and choices.
- K.23** Explain why people may move from place to place.



## ***Answer Key: Exploring Our World***

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### **Chapter Assessments**

#### **Chapter 1**

**1. a 2. b 3. a 4. c 5. a 6. b 7. a 8. a**

#### **Chapter 2**

**1. b 2. b 3. b 4. b 5. a 6. a**

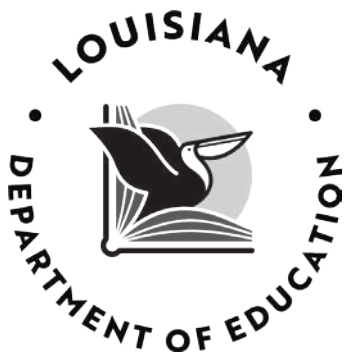
#### **Chapter 3**

**1. b 2. c 3. b 4. c 5. a 6. b 7. b**



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Horizons WWP / Alamy Stock Photo: 52  
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Macrovector Art / Alamy Stock Vector: 40a

Maria Hoffman / Alamy Stock Photo: 47b  
Martin Shields / Alamy Stock Photo: 25a, 62i  
Massimo Piacentino / Alamy Stock Photo: 20, 61g  
MBI / Alamy Stock Photo: 54a  
Michael Brooks / Alamy Stock Photo: Cover C, 15c, 48c, 74c  
Michael Wheatley / Alamy Stock Photo: 45  
MITO images GmbH / Alamy Stock Photo: 31a  
Natalia Kuzmina / Alamy Stock Photo: 4k, 49a  
Panther Media GmbH / Alamy Stock Vector: 37b  
Paul Brady / Alamy Stock Photo: 19b  
Robert Przybysz / Alamy Stock Photo: 54d  
RooM the Agency / Alamy Stock Photo: 54c  
RubberBall / Alamy Stock Photo: i, iii, 4i, 41  
Sean Pavone / Alamy Stock Photo: 22b, 48a, 62d, 68f  
Sergey Borisov / Alamy Stock Photo: 46b  
Sergey Novikov / Alamy Stock Photo: 4e, 26a, 63e, 69d  
Steve Boice / Alamy Stock Photo: Cover A, 15a, 51b, 74a  
SuperStock / Claus Meyer/Minden Pictures: 69h  
SuperStock / Universal Images: Cover D, 15d, 53b, 74d  
Susan E. Degginger / Alamy Stock Photo: 4l, 47a, 68g  
Tetra Images / Alamy Stock Photo: 54b, 69e  
Tony Tallec / Alamy Stock Photo: 4h, 40b  
Valerii Honcharuk / Alamy Stock Photo: 4f, 31b  
Victor Ilin / Alamy Stock Photo: 21, 62b

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